



# **Electronic Data Reporting Template**

**Guidance Activities Results Report (Large Group)**

**School: Logan High School**

**Target Group: Freshman Students**

**Target Group selection is based upon: Incoming Freshman**

**Key Word: Transition**

## **ABSTRACT**

For many years we have discussed ideas on how to best help our freshman students in their transition to the high school. Many ideas were implemented with some success. Our goal for this year was to try and increase awareness of resources and involvement in school activities to see if it would reduce the number of freshman failing classes. With the inception of our Responsive Teams the "Transitions Team" took this assignment to task and formalized this goal by planning activities to help orient our incoming freshmen. They organized "Grizz Academy" which provided orientation activities for our incoming students.

## **PROJECT DESCRIPTION**

The Transition Team was given the assignment to create an orientation plan for our incoming freshman. The transitions team met several times in the spring and summer of 2007 to plan activities and workshops. Invitations were sent out to all freshman students. The first day of school was set aside for freshman only. Students were greeted with breakfast and then attended an opening session in the auditorium. Students were then divided into teams and attended workshops with information on school success, rules, activities, clubs, and they all took a tour of the school. Students were then fed lunch and attended the closing ceremonies. We were able to give out several nice prizes donated by community merchants and Utah State University. Each student also received a Logan High "game day" shirt.

## **RESULTS**

In 2006, 26% of our freshmen students received an F in one or more classes during the first trimester of their freshman year.

In 2007, after instituting the Grizz Academy, 20% of our freshman received an F in one or more classes during the first trimester of their freshman year.

## **DISCUSSION**

Our goal was to reduce the number of failing grades with our freshman class. We believe the freshman academy was very successful in helping us reach this goal. For next year we plan to implement phase two of our freshman transition plan. This will include tweaking the Grizz Academy and implementing a mentoring program through our freshman geography classes. We are also adding an attendance policy which we hope will make a difference with all our students.



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Small Group)**

**School: Logan High School**

**Target Group: 11<sup>th</sup> grade students**

**Target Group selection is based upon: Students who failed any section of the UBSCT**

**Key Word: Placement**

### **ABSTRACT**

In 2005 Logan High created UBSCT enrichment class in math and English designed to remediate students who failed portions of the UBSCT test. By looking at data from the class we decided to create systematic criteria for enrollment to see if we could improve the delivery and success of the students in the course.

### **PROJECT DESCRIPTION**

Beginning in the spring of 2007 we discussed criteria for placing students in the UBSCT enrichment class. Participants included 11<sup>th</sup> grade students who failed one or more sections of the UBSCT test. Students were identified who did not pass the test. Placement criteria included previous grades in classes, special service status, attendance, and their previous UBSCT score. Parents were notified and students were placed accordingly. Data was then gathered to compare pass rates from the year before and discussions were held with the counselors, teachers, and administration to discuss the outcome of the project.

### **RESULTS**

During the 2006-07 school year our UBSCT enrichment class had approximately a 70% pass rate in English and 48% in Math.

The 2007-08 had a total of 26 students placed in English and 24 in Math enrichment. The English had a 92% pass rate and the Math was 52%.

### **DISCUSSION**

We felt good about our English placement but need to reevaluate our Math and discuss what we can do to help more students. Our concern is that we are not placing students appropriately in math courses early on nor do we have appropriate math classes at Logan High to help remediate students who are not ready to begin high school at the introductory level of Algebra. We have had multiple discussions with the math department and vertical team discussions with the middle school math department. We are confident we are making headway as we continue to help students in their math deficiencies.